DOCUMENT RESUME

ED 219 495 UD 022 489

AUTHOR	Shore, Rima, Ed.; And Others
TITLE	Thomas Jefferson High School Effective Transition of the Bilingual and Bicultural Student to Senior High School. E.S.E.A. Title VII Final Evaluation Report, 1980-1981.
INSTITUTION	New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
SPONS AGENCY	Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE	81
GRANT	G007804522
NOTE	56p.; For related document see ED 202 956.
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Academic Achievement; Attendance; *Bilingual Education Programs; Business Education; Cultural Education; English (Second Language); High Schools; *Hispanic Americans; *Limited English Speaking; Mathematics Achievement; Native Language Instruction; *Program Effectiveness; Program Evaluation; Program Implementation; School Counseling; Science Instruction; Social Studies; Student Attitudes; *Transitional Programs
IDENTIFIERS	Elementary Secondary Education Act Title VII; New York City Board of Education

ABSTRACT

Project E.T.B.B.S., a bilingual education program designed to accelerate the transition to English usage among Spanish-speaking high school students of limited English proficiency, is described in this report. As implemented in 1980-81, the project provided instruction in English as a second language, native language instruction, bilingual education in academic subject areas, and guidance to 197 Hispanic students in grades nine through twelve. The report. describes program goals and organization; participant characteristics; student placement; instructional services; non-instructional program components such as curriculum and staff development, guidance/supportive services and community involvement; program implementation; and program evaluation. Evaluation results indicate that: (1) students mastered English syntax objectives in accordance with program goals; (2) on the average, students demonstrated native language reading achievement gains; (3) the criterion objective of a 65 percent passing rate was generally met in science and social studies but not in mathematics, native language arts, business education, practical arts, and music; and (4) program participants had higher attendance rates than the school as a whole. The report suggests that the program might be improved through integration of the project within the total school program and through increased staff development efforts. (Author/MJL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED219495

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
T. K. Minter
NY C Bd. of Ed.
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

FINAL EVALUATION REPORT

E.S.E.A. TITLE VII

Grant Number: G007804522

Project Number: 5001-56-17627

THOMAS JEFFERSON HIGH SCHOOL

EFFECTIVE TRANSITION OF THE BILINGUAL AND BICULTURAL STUDENT TO SENIOR HIGH SCHOOL

1980-1981

Coordinator:
Richard Vargas

Principal:
Mark Weyne

Prepared by the
BILINGUAL EDUCATION EVALUATION UNIT

Ruddie A. Irizarry, Manager
Judith A. Torres, Evaluation Specialist
Marco Hernandez, Consultant
Jose Villegas, Consultant

UD 022 489

NEW YORK CITY PUBLIC SCHOOLS
OFFICE OF EDUCATIONAL EVALUATION
RICHARD GUTTENBERG, DIRECTOR

ACKNOWLEDGEMENTS

The production of this report, as of all Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of permanent staff and consultants. Rima Shore and Armando Cotayo have labored over and edited initial drafts, ensuring that they conformed to O.E.E. standards of scope and style. Dennis Joyce has spent many hours creating, correcting, and maintaining data files. Franco Marinai has patiently reviewed, edited, analyzed, and reported project data. Margaret Scorza has managed the production process, frequently editing and reformatting drafts and assuring that the reports are complete and accurate. Joseph Rivera has spent many hours producing, correcting, duplicating, and disseminating reports. Without their able and faithful participation the unit could not have handled such a large volume of work and still produced quality evaluation reports.

TABLE OF CONTENTS

		PAGE
I.	Program Description	1
	Site	2
	Student Characteristics	3
	Philosophy	6
	Program Organization and Staff	7
	Funding	11
	Goals and Objectives	12
II.	Instructional Component	14
	Entry Criteria	14
	Student Placement and Programming	14
	Spanish Content-Area Courses	14
	Instruction in English as a Second Language	15
	Native Language Arts	17
	Mainstream Classes	17
III.	Non-Instructional Component	20
	Curriculum and Materials	20
	Supportive Services	20
	Home Visits	21
	Staff Development	21
	Parental and Community Involvement	22
IV.	Findings	25
	Assessment Procedures, Instruments, and Findings	25
V.	Conclusions and Recommendations	41

LIST OF CHARTS AND TABLES

		PAGE
Chart 1.	Organizational chart for the bilingual program at Thomas Jefferson High School.	9
Table 1.	Country of origin of the target population.	3
Table 2.	Number and percentage of program students by sex and grade.	5
Table 3.	Number of students by age and grade.	5
Table 4.	Staff characteristics: professional and para-professional staffs.	10
Table 5.	Funding of the instructional component.	11
Table 6.	Funding of the non-instructional component.	11
Table 7.	Bilingual instruction in content areas.	15
Table 8.	Instruction in English as a second language, spring 1981.	16
Table 9.	Instruction in native language arts, spring 1981.	18
Table 10.	Mainstream classes in which program students are enrolled.	19
Table 11.	Staff development activities outside school.	23
Table 12.	University courses attended by staff.	24
Table 13.	Results of the Criterion Referenced English Syntax Test (E.S.L. Title I Spanish-speaking students, fall).	29
Table 14.	Performance of students tested on the Criterion Referenced English Syntax Test (E.S.L. Title I Spanish-speaking students, fall).	30
Table 15.	Results of the Criterion Referenced English Syntax Test (E.S.L. Title I Spanish-speaking students, spring).	31
Table 16.	Performance of students tested on the Criterion Referenced English Syntax Test (E.S.L. Title I Spanish-speaking students, spring).	32

LIST OF CHARTS AND TABLES
(continued)

		PAGE
Table 17.	Native language reading achievement.	33
Table 18.	Number of Spanish-speaking students attending courses and percent passing teacher-made examinations in mathematics.	34
Table 19.	Number of Spanish-speaking students attending courses and percent passing teacher-made examinations in science.	35
Table 20.	Number of Spanish-speaking students attending courses and percent passing teacher-made examinations in social studies.	36
Table 21.	Number of Spanish-speaking students attending courses and percent passing teacher-made examinations in native language arts.	37
Table 22.	Number of Spanish-speaking students attending courses and percent passing teacher-made examinations in business education.	38
Table 23.	Number of Spanish-speaking students attending courses and percent passing teacher-made examinations in practical arts and music.	39
Table 24.	Significance of the difference between attendance percentages of program students and the attendance percentage of the school.	40

EFFECTIVE TRANSITION OF THE BILINGUAL AND BICULTURAL
STUDENT TO SENIOR HIGH SCHOOL (E.T.B.B.S.)
THOMAS JEFFERSON HIGH SCHOOL

Location:	400 Pennsylvania Avenue Brooklyn, New York 11207
Year of Operation:	1980-1981, third year of funding
Target Language:	Spanish
Number of Students:	197
Principal:	Mark Weyne
Project Coordinator:	Richard Vargas

I. PROGRAM DESCRIPTION

Project E.T.B.B.S. was funded for fiscal year 1980-81 as a continuation grant under the provision of the Elementary and Secondary Education Act (E.S.E.A.) - Title VII. This funding period completes the third year of a four-year cycle awarded in 1978. E.T.B.B.S. is a bilingual secondary-education program operating at Thomas Jefferson High School, Brooklyn, New York.

The project offered bilingual instructional and supportive services to approximately 197 Hispanic students of limited English proficiency (LEP) in grades 9 through 12. Program teachers were trained through college coursework, as well as in-service workshops offered by school staff and outside consultants. Program parents and community members were involved with a limited degree of success in the students' education. Additionally, the program has translated and adapted New York City math and science curricula and cross-referenced curricula to texts in English and Spanish.

SITE

Project E.T.B.B.S. at Thomas Jefferson High School operates in Brooklyn's East New York area. The school vicinity is residential with generally run-down buildings housing the area's low-income population. Many buildings are burned out or abandoned; there is, however, a fairly new housing development adjacent to the school site. The school is accessible by public transportation and the area is moderately active during the day time.

The ethnic distribution of the community is approximately 72 percent black and 28 percent Hispanic, mostly Puerto Rican and Dominican. Both the black and Hispanic groups are generally of the lower socio-economic stratum.

The community is characterized by problems typically found in poor areas in large cities, such as high mobility rates, poverty, drug addiction, high rates of illiteracy, unemployment, and crime.

Spanish is spoken in the homes of Hispanics and in social situations. New York-born Puerto Ricans, however, make frequent use of English, periodically switching to Spanish. Black English is used by English-dominant students in and around the school.

According to documentation submitted to the Office of Educational Evaluation (O.E.E.), the student population of Thomas Jefferson High School is 3,593. This population is approximately two-thirds black and one-third Hispanic.

STUDENT CHARACTERISTICS

Eligibility for participation in the program is determined by students' scores on the N.Y.C. Language Assessment Battery (LAB). Other entry criteria include performance at interviews with the project coordinator and previous academic records. The program enrolls new students throughout the year. These students are either new arrivals, students who were previously in the program and had returned to their country of origin, or transfers from other schools.

The ethnic composition of the students in the program is represented in Table 1.

Table 1. Country of origin of the target population.

COUNTRY OR PLACE OF ORIGIN	NUMBER OF STUDENTS	PERCENTAGE
Puerto Rico	118	60
Dominican Republic	45	23
Panama	22	11
Ecuador	8	4
Other	4	2
	197	100

According to the staff, the majority of newly arrived students are academically below grade level in native language proficiency. The project coordinator estimates a range from four years below to on-grade level. Hispanic students born or raised in New York City tend to be

approximately six levels below grade in English reading. Some manifest oral fluency in English, but are designated LEP on the basis of their LAB scores. This group is English-dominant, using English frequently both in and out of school.

Program students vary tremendously in their needs and ability. They range from very limited proficiency in both languages and in content areas to some degree of proficiency in both languages and in academic areas. Teachers have pointed to the urgent need for individual student diagnosis of not only academic/language needs but also of psychological needs. They stated that some students exhibit emotional and other psychological problems. However, no special procedure has been instituted for this purpose.

While the school's population is almost evenly divided by sex, 57 percent of program students are female. In the program, the higher the grade the lower the percentage of male student enrollment; for example, in the ninth grade 44 percent of the students are males, while in the eleventh grade 39 percent are males (see Table 2).

As a whole, the program's population is older than the average population of the school. For instance, 89 percent of the ninth graders are 16 years or older. In the tenth grade 60 percent are 17 years or older. And in the eleventh grade 89 percent are 18 years of age or older. Approximately 80 percent of the population is at least a year older than comparable populations for its grade level (see Table 3).

Table 2. Number and percentages of students by sex and grade. (N=135)

GRADE	MALE N	MALE PERCENT	FEMALE N	FEMALE PERCENT	TOTAL N	PERCENT OF PROGRAM POPULATON
9	28	44	36	56	64	47
10	19	44	24	56	43	32
11	11	39	17	61	28	21
12	--	--	--	--	--	
TOTAL	58	43	77	57	135	100

Table 3. Number of students by age and grade. (N=135)

AGE	GRADE 9	GRADE 10	GRADE 11	GRADE 12	TOTAL
15	7				7
16	30	17			47
17	20	17	3		40
18	6	4	16		26
19	1	4	7		12
20		1	1		2
21			1		1
TOTAL	64	43	28		135

.Eighty percent of the students are overage for their grade.

PHILOSOPHY

The overall aim of the program is to expedite the acquisition of English language skills through native- and second-language instruction. It is assumed that a rapid transition to English usage (in the mainstream or in an alternative program) is accelerated if complemented by guidance services.

Interviews with program and school administrators and with program teachers indicate that while the admininstration shares and supports the program's philosophy, the teachers consider it problematic in practice. Students who demonstrate substantial progress in English are removed from the bilingual program. Because the program is strictly transitional, its curricular scope is limited; program administrators expressed the view that bilingual students may have greater opportunities in other programs. An example cited was the College Discovery Program which works directly with colleges where participating students are placed after graduation. The bilingual program does not provide similar services.

Program teachers voiced concern about the effect on the program of discharging its more motivated students into other programs. The remaining students tend to be "slower" learners and non-English speakers who might benefit from interaction with their more academically advanced and linguistically competent peers. The program may be viewed as unsuccessful, teachers remarked, since it is continuously purged of its more able students; this may result in diminished status for the program in the school and in the eyes of participating students.

PROGRAM ORGANIZATION AND STAFF

The program has a three-year history. It was founded in September of 1978 for a four-year cycle. Presently the program functions within the organizational structure of the Department of International Studies (formerly Modern Language Department), which is chaired by an assistant principal who is bilingual English/Spanish and teaches in the program. The chairperson holds two Master's degrees, one in French and the other in educational administration. He has teaching certification in French, Spanish, and bilingual math. He has experience teaching bilingual students, coordinating an E.S.L. program, and is able to communicate effectively with students and parents in Spanish. The overall coordination of the program is the responsibility of the project coordinator. The two work together in what the principal termed a "joint administrative and supervisory arrangement." The coordinator has responsibility for instructional, training, and fiscal matters. However, supervision of the staff falls under the assistant principal. Both have direct access to the principa whenever necessary. The coordinator's functions also include overseeing the work of program staff, evaluation and placement of new students, dissemination of information, and communication with parents. He holds a Master's degree in education and a professional diploma in administration and supervision. He is also certified in teaching social studies, Spanish, and bilingual social studies. He is a native speaker of Spanish.

A bilingual guidance counselor assists in programming students, advises students, meets with teachers, students and parents, and deals with referrals to other schools, alternative programs, or various agencies.

The guidance counselor holds a Master's degree in guidance and is certified as a bilingual guidance counselor.

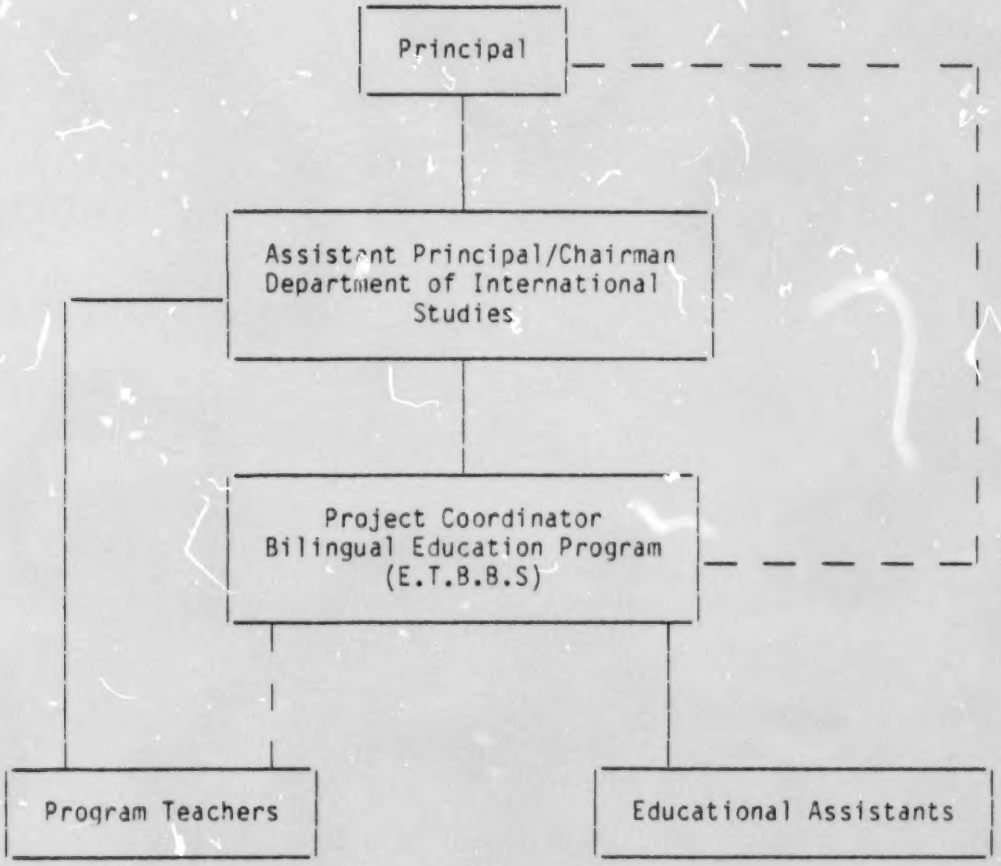
A resource teacher is responsible for the translation and adaptation of New York City curricula. He assists in research and review of classroom materials and supervises a resource room where students receive individualized instruction on a tutorial basis. The resource teacher is certified by the New York City Board of Education to teach Spanish and bilingual math.

Four paraprofessionals assist content-area teachers in classroom routines and tutoring students. They all hold high school diplomas and one has teaching experience in her country of origin. All are bilingual.

A bilingual secretary is responsible for clerical work and typing, and assists in office routines in general. She holds a high school diploma and has completed 45 credits toward a Bachelor's degree. She too is bilingual. Table 4 provides a description of staff characteristics.

The formal organizational arrangements and the existing informal channels of communication are intended to facilitate, in general, all administrative, supervisory, instructional, and supportive services functions of the program. Teachers identified its organization as one of the program's most commendable features.

Chart 1. Organization chart for the bilingual program at Thomas Jefferson High School.



Formal supervision

Advisory relationship

Table 4. Staff characteristics: professional and paraprofessional staffs.

Function(s)	% Time Spent in Function	Date Hired	Education	License	Years of Monolingual Experience	Years of Bilingual Experience	Years of Experience (ESL)
Title VII coordinator	100	10/80	B.A. History M.A. Education Prof. Dipl. Adm/Sup	NYC Reg. DHS Social Studies NYS Reg. DHS Spanish Reg. DHS Diliqual SS	13 Social Studies	10	10
Bilingual guidance counselor	100	6/74	B.A. Health Ed. M.A. Guidance	NYC Health Ed. & P.E. NYS Guidance Counselor	7	7	3
Resource teacher	100	11/80	B.A. Education	NYC DHS Spanish DHS Mathematics	20	5	None
E.S.L. teacher	40	2/81	B.A. Spanish M.A. Spanish	NYC DHS Spanish NYS	9	2	2
E.S.L. teacher	40	2/81	B.A. Spanish M.A. Bilingual Ed.	NYC DHS Spanish NYS	1	3	2
American history teacher	20	2/80	B.A. Spanish M.A. Bilingual Ed.	NYC DHS Spanish NYS	1	3	2
Math teacher	40	2/80	B.A. Spanish M.A. Bilingual Ed.	NYC DHS Spanish NYS	1	3	2
Math teacher	20	2/81	B.A. Spanish M.A. Education	NYC DHS Spanish	22	3	3
Latin American studies teacher	20	2/81	B.A. Spanish M.A. Education	NYC DHS Spanish	22	3	3
General science teacher	40	9/76	B.A. Education M.S. Education	NYC DHS Bilingual General Science DHS Bilingual Mathematics	2	10	None
Biology teacher	20	9/76	B.A. Education M.S. Education	NYC DHS Bilingual General Science DHS Bilingual Mathematics	2	10	None
World history teacher	40	2/81	B.A. Education M.S. Education	NYC DHS Bilingual General Science DHS Bilingual Mathematics	2	10	None
Algebra teacher	60	2/76	B.A. Mod. Language M.A. French M.S. Ed. Admin.	French NYC Spanish NYS Bil/Math/Math	1/2	5 1/2	1
E.S.L. teacher	20	9/79	B.A. Spanish M.A. Spanish	NYC DHS Spanish Common BrBilingual	8	4	2
N.L.A. teacher	80	9/77	B.A. Spanish M.A. Spanish	NYC DHS Spanish Common Brbil.	8	4	2
E.S.L. teacher	100	9/80	B.A. Spanish	NYC DHS Spanish	7	5 1/2	1 1/2
Bilingual Secretary Intern.	100	10/73	2 Years College	NYC Bilingual Secretary Intern	8	8	None
Educational Assistant	100	2/78	Attending College				3
Educational Assistant	100	10/73	Attending College			8	8
Educational Assistant	100	3/74	Attending College			2	4
Educational Assistant	100	2/78	Attending College			3	3
Educational Assistant	100	2/78	Attending College			3	3
Educational Assistant	100	2/78	B.A. Fine Arts M.A. Spanish	NYS	2	3	3

FUNDING

In order to provide services, the program combines three sources of funding: tax-levy, Title VII, and Title I of the E.S.E.A. The following tables outline funding sources supporting program staff who offer instructional and non-instructional services.

Table 5. Funding of the instructional component.

AREA OF INSTRUCTION	FUNDING SOURCE(S)	NUMBER OF PERSONNEL TEACHERS	PARAPROFESSIONALS
E.S.L.	Title I	1	1
	Tax Levy	1	
Native language arts	Title I	1	1
Math	Title VII		2
	Tax Levy	1	
Science	Title VII		1
	Tax Levy	1	
Social studies	Title VII		1
	Tax Levy	1	

Table 6. Funding of the non-instructional component.

CATEGORY	FUNDING SOURCE	NO.	POSITION
Administration & supervision	Tax Levy	1	A.P. supervision foreign language
	Title VII	1	Project coordinator
Curriculum development	Title VII	1	Resource teacher
Supportive services	Title VII	1	Bilingual guidance counselor
Other	Title VII	1	Bilingual secretary intern

GOALS AND OBJECTIVES

The ultimate goal of the program is to improve the academic performance of 197 Hispanic LEP students, and to facilitate their transition to the mainstream program. Its instrumental goal is to develop a practical comprehensive course of study for bilingual and potential bilingual students to be supplemented by an effective instructional and support services staff. This staff is to be trained in the areas of specialization required by the target population. Further, the program aims at the involvement of parents in the educational process of their children and the development of knowledge of and sensitivity to cultural differences.

Specifically, the program evaluation considers the following objectives for the 1980-81 project period:

1. to increase reading achievement in Spanish as indicated by a statistically significant (α = .05) difference between pre-/post-test scores on the CIA Prueba de Lectura;

2. to increase reading achievement in English as indicated by students gaining an average of 1.0 objectives per month on the Criterion Referenced English Syntax Test (CREST);

3. to increase the proportion of students performing successfully on examinations in the content areas as indicated by 65 percent of the students passing teacher-made final examinations and the Shaw-Hiehle Mathematics Examination;

4. to achieve a 65 percent proportion of students performing successfully on teacher-made examinations in the native language arts;

5. to improve the attendance rate of program student as indicated by a statistically significant ($\alpha = .05$) difference between proportions of school (non-program) and program attendance.

6. to achieve at least a 60 percent positive response by stuuents on the Piers-Harris Self-Concept Scale.

II. INSTRUCTIONAL COMPONENT

ENTRY CRITERIA

According to the project coordinator, the students are selected on the basis of their performance on the Language Assessment Battery (LAB). Hispanic students are eligible if their English LAB score falls below the twenty-first percentile, and if their percentile rank in Spanish surpasses the English score.

STUDENT PLACEMENT AND PROGRAMMING

The placement of students is accomplished as a result of evaluation of LAB scores, personal interviews, and teacher recommendations. Essentially the guidance counselor and the project coordinator are responsible for setting the course of study to be followed by the participating students.

The program's instructional offerings are intended to meet students' linguistic and academic needs as well as to incorporate the study of their cultural background. The coordinator indicated that culture was incorporated in the instructional program either through content-area instruction and/or native language arts or through course work, e.g. Latin American studies.

SPANISH CONTENT-AREA COURSES

Classes taught in Spanish are general science, biology, Latin American studies, world history, American history, mathematics, pre-algebra, and algebra. Table 7 provides a description of courses being offered in a bilingual mode.

Table 7. Bilingual instruction in content areas (spring, 1981).

COURSE TITLE	NUMBER OF CLASSES	AVERAGE REGISTER
General Science I	2	25
General Science II	2	27
Biology I	1	26
Biology II	1	28
Latin American Studies	2	10
World History I	2	25
World History II	2	27
American History I	1	26
Fundamental Math I	1	20
Fundamental Math II	1	21
Pre-Algebra	1	22
Algebra I	2	10
Algebra II	1	19

INSTRUCTION IN ENGLISH AS A SECOND LANGUAGE (E.S.L.)

English as a second language classes are offered according to three levels of language proficiency (beginning, intermediate, and advanced). In addition, given the diversity of linguistic backgrounds and places of origin of the target population, students in each level are separated according to their language performance, e.g. Spanish-dominant or English-dominant.

Table 8. Instruction in English as a second language, (spring, 1981).

COURSE TITLE AND LEVEL	NUMBER OF CLASSES	AVERAGE CLASS REG.	DESCRIPTION	CURRICULUM OR MATERIAL IN USE
E.S.L. 2 (Title I)	1	27	Beginning Spanish Dominant	Teacher prepared/Dixon I
E.S.L. 4 (Title I)	1	22	Interm. English Dominant	Reading Selections - Dixon
E.S.L. 4 (Title I)	1	21	Interm. Spanish Dominant	Regents/Dixon III
E.S.L. 6 (Title I)	1	15	Advanced English Dominant	Folktales II
E.S.L. 6 (Title I)	1	14	Advanced Spanish Dominant	Reading Selections/Dixon
E.S.L. 2 (Title I)	1	17	Beginning English Dominant	Lado 2/Real Stories
E.S.L. 2 (Tax Levy)	1	20	Beginning English Dominant	Lado 2/Real Stories
E.S.L. 2 (Tax Levy)	1	23	Beginning Spanish Dominant	Lado 2/Real Stories
E.S.L. 4 (Tax Levy)	1	21	Interm. English Dominant	Lado 3/Regents Workbook Int.
E.S.L. 4 (Tax Levy)	1	20	Interm. Spanish Dominant	Lado 3/Regents Workbook Interm.

NOTE: During the fall term instruction was offered in E.S.L. 1,3,5, (Title I and tax levy).

Table 8 shows the number of E.S.L. classes by level, funding sources, number of classes, enrollment, description of class, and materials used.

NATIVE LANGUAGE ARTS

Native language arts instruction is provided to a selected number of students in the program. Classes are offered according to five levels of performance in Spanish. This component is a Title I funded program; it is intended to develop and strengthen the language skills of participants in their native language.

Table 9 provides a description of classes offered during the spring semester, as well as the enrollment and materials used.

MAINSTREAM CLASSES

Approximately one-fourth of the students in the program participate in mainstream classes taught in English. The criteria used for admission to these classes are: level of achievement, ability, teacher recommendations, and the lack of these courses within the bilingual program. Table 10 shows these classes and enrollment.

Table 9. Instruction in native language arts, (spring, 1981).

COURSE TITLE AND LEVEL	NUMBER OF CLASSES	AVERAGE CLASS REG.	DESCRIPTION	CURRICULUM OR MATERIALS IN USE
Spanish N.L.A. 1	1	6	Level 1 N.L.A.	Easy Spanish Reader/Spanish 1 year
Spanish N.L.A. 2	2	14	Level 2 N.L.A.	Puntos Criticos/Gram. espanola
Spanish N.L.A. 3	1	16	Level 3 N.L.A.	Lengua espanola/ Levendas Puertorriquenas

NOTE: During the fall term instruction was offered in N.L.A. 4, 5 as well as 1, 2, 3.

Table 10. Mainstream classes in which program students are enrolled.

SUBJECT	NUMBER OF STUDENTS
Tax Levy/English 38	10
Tax Levy/Biology 18	4
Tax Levy/American History 2	10
Tax Levy/Speech	6
Tax Levy/Meteorology	2
Tax Levy/Woodshop 1	8
Tax Levy/Foods	2
Tax Levy/Clothing	4
Tax Levy/Child Development	1
Tax Levy/Record Keeping	3
Tax Levy/Accounting	1
Tax Levy/Consumer Education	5

III. NON-INSTRUCTIONAL COMPONENT

CURRICULUM AND MATERIALS

The curriculum followed by E.T.B.B.S. conforms with regulations established by the New York City Board of Education and the guidelines set by the State Education Department. Curricula have been translated for mathematics, biology, and general science. In addition, attempts have been made to obtain materials which may be available through other Title VII projects and from the Office of Bilingual Education.

A resource room with curriculum guides and bilingual materials is available for teacher use. This setting also provides books and resource materials for students' use. Although this is certainly a worthwhile concept, the space facilities and resource personnel are limited.

The social studies curriculum includes the study of the history and culture of Latin America. Texts in Spanish are available for the areas of science and mathematics.

In the area of English as a second language, a variety of commerically prepared materials are employed. In addition, materials prepared by the Board of Education through its E.S.L. Title I program are utilized. A certain degree of coordination is possible under this arrangement. In addition, uniformity and continuity of instruction seem to be present.

SUPPORTIVE SERVICES

Program students receive supportive services from program staff as well as school staff responsible for personal and academic guidance.

The program's bilingual counselor provides supportive services in matters related to programming or personal problems. According to the counselor, students are called for counseling when it is determined that family or personal problems exist or when attendance or discipline problems are detected. In addition, each student meets with the guidance counselor at least once a term for programming purposes. As a result of an interview with the counselor and by direct observation, it was determined that the physical space allocated for counseling is inadequate. Counseling session are often held in a classroom setting which is also utilized as the bilingual office. Other personnel use this same facility and there is no place where confidential counseling can take place. In addition, although the guidance counselor is certified as bilingual, his command of the language and knowledge of students' culture is limited.

HOME VISITS

Home visits were intended to improve students' attendance. Interviews with staff reflect the same views that were reported in last year's evaluation report -- that an increase in home visits is needed to reach the project students more effectively.

STAFF DEVELOPMENT

Staff development activities consisted of monthly scheduled department meetings, workshops, conferences, visits to resource centers and enrollment in college courses. Tables 11 and 12 outline staff development activities outside the school for program staff and teachers. Despite the fact that few teachers have a license or degree in bilingual education, there seems to be little indication that the present approach being used

for staff development would change this condition significantly in the immediate future.

PARENTAL AND COMMUNITY INVOLVEMENT

According to original proposal the program is to have an advisory committee consisting of 14 parents and seven staff members. The committee theoretically reviews program and school policies, disseminates program information, discusses student programming and acts in an advisory capacity. As a result of interviews with staff, the evaluator concluded that this component is not being implemented.

Table 11. Staff development activities outside school.

STRATEGY	DESCRIPTION(S) OR TITLE (S)	SPONSOR/LOCATION	SPEAKER OR PRESENTER (IF APPLICABLE)	NO. AND TITLE OF STAFF ATTENDING	FREQUENCY OF NUMBER OF SESSIONS
Workshops held outside school	Title VII Continuation Proposal/LAB Test Gathering Info.	OBE - NYC Bd. of Ed.	Awilda Orta; Michael Vega	One	2 - 3 per semester
	NSF Math Sensitivity	Brooklyn College/Stevenson H.S.			
	CREST Test Administ.	Bd. of Ed. NYC	Louise Weisenbord	Two	One
Conferences and Symposia	Career Info. Symposium	Bd. of Ed; Columbia U.		One	One
	Second Hispanic Conf.	OBE NYC Bd. of Ed.	Raul Coca; Rafael Hidalgo	One	One
	For. Lang. Bilg. Conf.	Park West H.S./Bd. of Ed.	Dr. Benardo	Six	One
	SABE Conference	Concord Hotel, NY	Various Workshops	Two	One (1980)
Other	NABE Conference	Boston, Mass.	Various Workshops	One	One (1981)
	Title VII Institute	Washington D.C.	Various Workshops	One	One
	In Service course	Abraham Lincoln H.S.	Mr. Laufer, A.P.	One	13 sessions
	E.S.L. Conference	Brandeis H.S.	Mr. Burt Posner	Two	One
	E.S.L. Workshop	CCNY	Dr. Garcia Mazas	One	One

Table 12. University courses attended by staff.

STAFF	INSTITUTION	GOAL	FREQUENCY	COURSE(S)
Professional	Middlebury College	Improve Spanish	Summer	Intermediate and Advanced Spanish
	NYU	M.A. Bilingual Ed.	Semester	Bilingual Methodology and Practicum
	NYU	M.A. Bilingual Ed.	Semester	Spanish Phonetics and Morphology
	Hofstra	M.A. Bilingual Ed.	Semester	Bilingual Methods, Edc. Research
	Brooklyn College	Math Sequence	Full year	Math Sequence Course 701. 1x
Paraprofessional	Medgar Evers College	ESL Teacher (B.S.)	Semester	English Ed, Career Planning, Speech, Typing
	Mercy College	Bilg. Teacher	Semester	Spanish Literature, English American History
	Kingsborough College	Bilg. Teacher	Semester	Education, Psychology
	Long Island U.	English Teacher	Semester	English Composition, Basic Math

IV. FINDINGS

ASSESSMENT PROCEDURES, INSTRUMENTS, AND FINDINGS

The following section presents the assessment instruments and procedures, and the results of the testing to evaluate student achievement in 1980-1981.

Students were assessed in English language development, growth in their mastery of their native language, mathematics, social studies, science, business education, practical arts, and music.

The following are the areas assessed and the instruments used:

English as a second language -- CREST (Criterion Referenced English Syntax Test, Levels I, II, III)

Reading in Spanish -- Interamerican Series, Prueba de Lectura (Total Reading, Level 2)

Mathematics performance -- Teacher-made tests

Science performance -- Teacher-made tests

Social studies performance -- Teacher-made tests

Native language arts performance -- Teacher-made tests

Business education performance -- Teacher-made tests

Practical arts and music -- Teacher-made tests

Attendance -- School and program records

The following analyses were performed:

On pre/post standardized tests of native language achievement statistical and educational significance are reported. Statistical significance was determined through the application of the correlated t-test model. This statistical analysis demonstrates whether the difference

between pre-test and post-test mean scores is larger than would be expected by chance variation alone; i.e. is statistically significant. This analysis does not represent an estimate of how students would have performed in the absence of the program. No such estimate could be made because of the inapplicability of test norms for this population, and the unavailability of an appropriate comparison group.

Educational significance was determined for each grade level by calculating an "effect size" based on observed summary statistics using the procedure recommended by Cohen.[1] An effect size for the correlated t-test model is an estimate of the difference between pre-test and post-test means expressed in standard deviation units freed of the influence of sample size. It became desirable to establish such an estimate because substantial differences that do exist frequently fail to reach statistical significance if the number of observations for each unit of statistical analysis is small. Similarly, statistically significant differences often are not educationally meaningful.

Thus, statistical and educational significance permit a more meaningful appraisal of project outcomes. As a rule of thumb, the following effect size indices are recommended by Cohen as guides to interpreting educational significance (ES):

a difference of 1/5 = .20 = small ES

a difference of 1/2 = .50 = medium ES

a difference of 4/5 = .80 = large ES

---

[1]Jacob Cohen. Statistical Power Analysis for the Behavioral Sciences (Revised Edition). New York: Academic Press, 1977 Chapter 2.

The instrument used to measure growth in English language was the Criterion Referenced English Syntax Test (CREST), which tests mastery of specific syntactic skills at three levels. Material at the beginning and intermediate levels of the CREST is broken down into 25 objectives per level, such as present-tense forms of the verb "to be" (Level I), or possessive adjectives and pronouns (Level II). Material at the advanced level (Level III) is organized into 15 objectives, such as reflexive pronouns. At each level, students are asked to complete four items for each objective. An item consists of a sentence frame for which the student must supply a word or phrase chosen from four possibilities. Mastery of a skill objective is determined by a student's ability to answer at least three out of four items correctly.

This report provides information on the average number of objectives mastered, and the average number of objectives mastered per month of treatment.

Performance breakdowns are reported in two ways. First, a grade and level breakdown is reported for students who were pre- and post-tested with the same test level. Second, results for the combined sample are reported for the average number of objectives mastered at pre- and post-testings, and the average number of objectives mastered per month of treatment.

The results of the criterion referenced tests in mathematics, social studies, science, native language arts, business education,

practical arts, and music are reported in terms of the number and percent of students achieving the criterion levels set for the participants (65 percent passing).

Information is provided on the attendance rate of students participating in the bilingual program compared with that of the total school population.

The following pages present student achievement in tabular form.

Table 13. Results of the Criterion Referenced English Syntax Test (CREST): number of objectives mastered, and objectives mastered per month.

(E.S.L. Title I Spanish-speaking students, fall)

Grade	# of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
9	22	9.4	13.3	3.9	2.9	1.34
10	25	9.5	12.8	3.3	2.9	1.14
11	13	5.8	9.4	3.6	2.9	1.24
TOTAL	60	8.6	12.3	3.7	2.9	1.28

*Post-test minus pre-test.

- Students in grades nine through eleven mastered an average of 3.7 objectives during the fall, at a rate of 1.28 per month of instruction.
- The criterion goal of one objective mastered per month was met by all grades.
- Mastery rates at each grade were comparable and ranged from 1.14 objectives per month in the tenth grade to 1.34 objectives per month in the ninth grade.

Table 14. Performance of students tested on the Criterion Referenced English Syntax Test (CREST): average number of objectives mastered by grade and test level.

(E.S.L. Title I Spanish-speaking students, fall)

	LEVEL I				LEVEL II				LEVEL III			
		Average Number of Objectives Mastered				Average Number of Objectives Mastered				Average Number of Objectives Mastered		
Grade	N	Pre	Post	Gain*	N	Pre	Post	Gain*	N	Pre	Post	Gain*
9	15	9.9	13.3	3.4	4	8.5	15.2	6.7	3	8.0	11.0	3.0
10	2	6.5	12.5	6.0	15	10.4	13.9	3.5	8	8.5	10.9	2.4
11	3	7.0	9.3	2.3	4	3.5	8.2	4.7	6	6.7	10.2	3.5
TOTAL	20	9.1	12.6	3.5	23	8.9	13.2	4.3	17	7.8	10.6	2.8

NOTE: number of objectives for each level: Level I (25), Level II (25), Level III (15).

*Post-test minus pre-test.

.Proportionate gains by students had a tendency to increase with the level of the test.

.Students' post-test scores indicated that their levels of mastery were comparable at Levels I and II, but higher at Level III. Level I students passed a total of 12.6 of the 25 objectives (50 percent), Level II students passed 13.2 of their 25 objectives (53 percent) and Level III students passed 10.6 of their 15 objectives (71 percent).

Table 15. Results of the Criterion Referenced English Syntax Test (CREST): number of objectives mastered, and objectives mastered per month.

(E.S.L. Title I Spanish-speaking students, spring)

Grade	# of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
9	28	13.9	17.0	3.1	2.9	1.07
10	27	12.6	15.2	2.6	3.0	0.87
11	11	8.8	13.3	4.5	3.0	1.50
TOTAL	66	12.5	15.7	3.2	2.9	1.10

*Post-test minus pre-test.

- Students mastered an average of 3.2 objectives in the spring, at a rate of 1.10 objectives per month of instruction.
- Spring mastery rates varied by grade. Tenth-grade students' rate was lowest; on the average they mastered only .87 objectives per month of instruction. Students in grade eleven had the highest mastery rate, 1.50 objectives per month of instruction.
- The criterion goal of one objective mastered per month was met overall, but was not reached by tenth graders.

Table 16. Performance of students tested on the Criterion Referenced English Syntax Test (CREST): average number of objectives mastered by grade and test level.

(E.S.L. Title I Spanish-speaking students, spring)

	LEVEL I				LEVEL II				LEVEL III			
		Average Number of Objectives Mastered				Average Number of Objectives Mastered				Average Number of Objectives Mastered		
Grade	N	Pre	Post	Gain*	N	Pre	Post	Gain*	N	Pre	Post	Gain*
9	23	13.4	16.7	3.3	4	18.0	21.0	3.0	1	8.0	9.0	1.0
10	1	6.0	10.0	4.0	19	14.2	16.9	2.7	7	9.3	11.3	2.0
11	2	9.5	17.0	7.5	3	10.0	15.7	5.7	6	8.0	10.8	2.8
TOTAL	26	12.8	16.5	3.7	26	14.3	17.4	3.1	14	8.6	10.9	2.3

NOTE: number of objectives for each level: Level I (25), Level II (25), Level III (15).

*Post-test minus pre-test.

.Proportionate gains by students were roughly equivalent across the three levels of the test.

.Students' post-test scores indicated that their levels of mastery were also comparable across the three levels of the test. Level I students passed a total of 16.5 of the 25 objectives (66 percent), Level II students passed 17.4 of their 25 objectives (70 percent) and Level III students passed 10.9 of their 15 objectives (73 percent).

Table 17. Native language reading achievement.

Significance of mean total raw score differences between initial and final test scores in native language reading achievement of students with full instructional treatment on the Prueba de Lectura (total reading, Level 2, Forms BS and AS by grade).

Grade	N	Pre-test Mean	Pre-test Deviation	Post-test Mean	Post-test Deviation	Mean Difference	Corr. Pre/post	t	p	ES
9	6	70.5	13.1	71.7	18.0	1.2	.77	.25	NS	.10
10	7	76.9	15.9	81.0	8.8	4.1	.91	1.26	NS	.48
TOTAL	13	73.9	14.4	76.7	14.0	2.8	.76	1.02	NS	.28

- The number of students (13) for whom both pre and post scores were reported was very small compared to the total number of students in the program (134) accounting for only nine percent.
- On the average, the students showed a small gain on performance from pre-test to post-test which was of small to medium educational significance.
- The differences were not statistically significant due to the small number of students for whom both pre and post scores were reported.

Table 18. Number of Spanish-speaking students attending courses and percent passing teacher-made examinations in mathematics.

FALL COURSES	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	TOTAL N	TOTAL % PASSING
Mathematics	34	44	11	64	3	100	48	53
Algebra I, Academic	7	71	26	58	20	55	53	58
Geometry I					4	100	4	100
TOTAL	41	49	37	59	27	67	105	57

SPRING COURSES	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	TOTAL N	TOTAL % PASSING
Mathematics	38	45	4	75	1	100	43	49
Algebra I, Academic	17	65	33	58	14	57	64	59
Geometry I			1	--	8	50	9	44
TOTAL	55	51	38	58	23	57	116	54

FALL .The criterion objective of 65 percent passing was not reached overall, but was met by eleventh graders.

.The passing rate improved by grade.

SPRING .The criterion objective of 65 percent passing was not reached by the group.

.The passing percentages were comparable at all grade levels.

Table 19. Number of Spanish-speaking students attending courses and percent passing teacher-made examinations in science.

FALL COURSES	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	TOTAL N	TOTAL % PASSING
Biology I, Academic	23	65	18	83	14	86	55	76
Science	7	43	4	75	4	100	15	67
TOTAL	30	60	22	82	18	89	70	74

SPRING COURSES	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	TOTAL N	TOTAL % PASSING
Biology I, Academic	1	100	12	50	14	64	27	59
Science	8	75	5	20	10	80	23	65
TOTAL	9	78	17	41	24	71	50	62

FALL .The criterion objective of 65 percent passing was met overall.

.The course by grade breakdown shows that only the ninth graders in (general) science did not meet the criterion objective.

SPRING .The criterion objective of 65 percent passing was barely missed by the group.

.The ninth and eleventh grades surpassed the criterion objective, but the tenth graders had a very low passing percentage.

Table 20. Number of Spanish-speaking students attending courses and percent passing teacher-made examinations in social studies.

FALL COURSES	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	TOTAL N	TOTAL % PASSING
Social Studies	1	100			2	100	3	100
American History I, Academic	2	--	10	90	20	85	32	81
World History I, Academic	26	69	16	87	2	100	44	77
TOTAL	29	66	26	88	24	87	79	78

SPRING COURSES	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	TOTAL N	TOTAL % PASSING
Social Studies	2	--	1	--	5	100	8	62
American History I, Academic	11	82	11	55	6	83	28	71
World History I, Academic	25	32	15	60	3	100	43	47
Economics, Academic					2	50	2	50
Economics, General					6	67	6	67
Latin American Studies			6	83	2	100	8	87
TOTAL	38	45	33	61	24	83	95	60

FALL .The criterion objective of 65 percent passing was met by every grade and at every course.

SPRING .The criterion objective of 65 percent passing was not met by the group due to the low passing rate of the students taking world history.

.The passing rate improved by grade ranging from a low of 45 percent for ninth graders to 83 percent for eleventh graders.

Table 21. Number of Spanish-speaking students attending courses and percent passing teacher-made examinations in native language arts.

FALL COURSES	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	TOTAL N	TOTAL % PASSING
Native Language Arts Studies	58	52	29	66	7	71	94	57

SPRING COURSES	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	TOTAL N	TOTAL % PASSING
Native Language Arts Studies	45	42	32	59	17	83	94	55

FALL .The criterion objective of 65 percent passing was not met overall, but was reached by the tenth and eleventh graders.

SPRING .The criterion objective of 65 percent was not met except by the eleventh graders.

Table 22. Number of Spanish-speaking students attending courses and percent passing teacher-made examinations in business education.

FALL COURSES	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	TOTAL N	TOTAL % PASSING
Business Education			1	100	1	100	2	100
Typing	4	50	6	33	10	60	20	50
TOTAL	4	50	7	43	11	64	22	55

SPRING COURSES	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	TOTAL N	TOTAL % PASSING
Business Education			2	50			2	50
Typing	11	55	14	43	10	50	35	49
Record Keeping	2	50					2	50
TOTAL	13	54	16	44	10	50	39	49

FALL .The criterion objective of 65 percent passing was not met.

SPRING .The criterion objective of 65 percent passing was not met.

.The passing rate declined from the fall.

Table 23. Number of Spanish-speaking students attending courses and percent passing teacher-made examinations in practical arts and music.

FALL COURSES	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	TOTAL N	TOTAL % PASSING
Practical Arts	26	46	18	72	10	50	54	56
Music nd Language Arts	2	50	7	57	4	50	13	54
TOTAL	28	46	25	68	14	50	67	55

SPRING COURSES	GRADE 9 N	GRADE 9 % PASSING	GRADE 10 N	GRADE 10 % PASSING	GRADE 11 N	GRADE 11 % PASSING	TOTAL N	TOTAL % PASSING
Practical Arts	14	57	20	70	8	75	42	67
Music and Language Arts	9	56	5	80	9	78	23	70
TOTAL	23	57	25	72	17	76	65	68

FALL .The criterion objective of 65 percent passing was not met except by the tenth graders.

SPRING .The criterion objective of 65 percent passing was met in both courses and by all but the ninth-grade group.

Table 24. Significance of the difference between attendance percentages of program students and the attendance percentage of the school.

Average School-Wide Attendance Percentage: 62.64

Grade	N	Mean Percentage	Standard Deviation	Percentage Difference	t	p
9	48	66.92	21.21	4.28	1.40	NS
10	38	80.37	17.76	17.73	6.15	.001
11	27	81.19	14.41	18.55	7.94	.001
TOTAL	113	74.97	19.66	12.33	6.70	.001

- The program students had a higher mean attendance than the school at every grade.
- The percentage differences ranged from 4.28 percent for ninth graders to 18.55 percent for eleventh graders.
- All but the ninth grade differences were statistically significant.
- Since the above attendance percentages are based on only 57 percent of the program students served, they may not be representative of the entire population.

V. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

The E.T.B.B.S. program at Thomas Jefferson High School was visited by the evaluator four times during the 1980-81 academic year. Interviews were conducted with the school principal, various assistant principals, project coordinator, counselors, curriculum developer, teachers, paraprofessionals, secretaries, and students. Five classroom observations were made and relevant records were reviewed. The project coordinator provided information requested through instruments developed by O.E.E. as well as additional clarifications during several interviews at the school.

The program has as its major goal the development of English language skills and the transition of students to the English monolingual program at the earliest possible time. Students receive Spanish instruction in substantive areas such as science, mathematics, and social studies. Materials and curriculum are adapted for this purpose. English is taught as a second language at three levels: beginning, intermediate, and advanced for two distinct groups -- English dominant and Spanish dominant. Additionally, students are offered transitional or remedial English classes and participate in mainstream classes offered in English. Another major function of the program is to provide supportive services to students, staff, and community. These services include guidance services, staff development, and parental/community involvement.

The program was designed to serve 225 Spanish-speaking students of limited English proficiency. There appears to be inconsistency in data collected from the program on the target population; various reports indicate the following numbers: 225, 200, 197, and 139. For the sake of consistency we have cited the information provided in the Program Documentation Questionnaire, which lists 197 as the population being served. The target population is extremely heterogeneous, with marked differences in country of birth, language proficiency (both in English and Spanish), school experience, and general academic ability. Approximately 44 percent have had no more than two years of schooling in the U.S. Of the total, 70 percent have been in mainland U.S. schools for four or fewer years. Approximately 17 percent were born in the U.S.; however, some of these students periodically return to the birth place of their parents and use Spanish almost constantly at home and frequently in social situations. The Title VII staff feels that the total population exhibits a high mobility and absenteeism rate. Attendance figures reported for 113 students indicate approximately a 25 percent absentee rate, although program staff have estimated absenteeism to be around 40 percent. This figure would not seem to be different from the attendance figures for the total school population. This problem was evident to the evaluator during class visitations. The average attendance for the five classes observed was well under 50 percent. Only the E.S.L. class observed by the evaluator had 80 percent attendance. To resolve the apparent contradiction between staff perceptions and reported data, it is suggested that the program report information for all students served.

RECOMMENDATIONS

Integration of Program within the Total School Program

Information obtained from interviews with department chairpersons (A.P.'s), coordinators, teachers, counselors, paraprofessionals, and students revealed that knowledge of the program is generally lacking among those not involved directly with it and less than accurate among those participating in it. Very few individuals were able to describe the goals, purpose, or philosophy of the program. However, many expressed an interest in learning more about it; at the same time they demonstrated a concern with the effectiveness of providing instruction in a "foreign language."

Since one of the program's main objectives is that of mainstreaming the students, it seems that it is necessary to familiarize the entire school population with information pertaining to the program. Effort should be initiated to provide the mainstream faculty with an overview which should include the purpose, process, and resources utilized in providing services for the target population. This should facilitate the transition of students, develop an understanding of the program, and lead to the establishment of a healthier climate in which to effectively implement the program's goals and objectives.

Staff Development

Interviews with teachers, staff, and administrators indicate a need for a more systematic staff development component. In-service sessions offered during the 1980-81 school year may not have focused sufficiently on teacher needs and they may not have been offered with

the necessary frequency. Despite the very impressive number of staff which is involved in college courses, the staff development component might do more to tap the variety of talent and expertise that the school has. This should expand the resource capability of the program. Inter-departmental visitations should be encouraged. A suggestion which seems quite feasible is that the English department staff become more familiar with the goals and objectives of the program, so that systematic planning can be made for receiving students in the English mainstream program. This relationship should lead to reciprocal assistance and to the recognition of the valuable resources available within the school. The expertise and knowledge presently available in all departments and programs can be shared with the entire faculty and staff, thus providing opportunities for the development of more realistic goals and more effective operation of the program.

To facilitate the implementation of the above recommendations, the following measures may be considered:

--the establishment of intra-school visitations of personnel to and from the program for the purpose of sharing ideas and plans;

--provision of school faculty meetings which address issues related to the program;

--coordinating conferences to address specific concerns in bilingual education;

--tapping outside resources, such as the Office of Bilingual Education, the Bilingual Education Service Center (BESC), and the State Education Department, Bilingual Bureau. -44-

Supportive Services

Students as well as teachers and staff indicated need for improved counseling. The need for this service is stated in the proposal, and is dramatized by the number of students that are encountering social, personal, and behavioral problems. In order to improve the situation the following suggestions are made:

--improve coordinaton of bilingual supportive services with the school's guidance department;

--develop the capability of the personnel in the guidance department to enable them to communicate effectively with students and parents in their vernacular;

--strengthen the training of program staff in the area of counseling: teachers should contribute to the whole counseling process, but to do so they must have the necessary tools;

--involve parents in the guidance process: parents can be very important factors in dealing with problems affecting this population.

Development of Materials

Spanish language arts materials are scarce and inadequate. Also Spanish materials in content areas such as social studies, science, and to a lesser degree, mathematics are written in a language, style, and format which do not suit the needs and interests of the target population. There is a need to strengthen the efforts being made in the development, preparation, and selection of materials which are more appropriate. Assistance in this area can be obtained from the Office of Bilingual

Education and the Bilingual Education Service Center. In addition, the social studies curriculum should reflect, in a more defined way, the history and culture of the students' countries of origin. Since 60 percent of the students are of Puerto Rican background, 23 percent of Dominican background, and 11 percent of Panamanian origin, the materials used in the program should incorporate topics relevant to these specific groups.

Organization

The formal organizational arrangements and the existing informal channels of communication are intended to facilitate, in general, all administrative, supervisory, instructional, and supportive service functions of the program. It is the program's organizational arrangement that some teachers as well as last year's evaluation report identified as one of the program's most commendable features. In spite of the fact that it does possess certain merits, this evaluator must raise some questions which should be clarified to assure smooth operation of the program. For instance, who is responsible for the supervision of a math class being taught in Spanish by the assistant principal in charge of the program? Or, if informal channels of communication exist, will such an arrangement lead to conflicting and diverging opinions and decisions?

Evaluation

As the number of students for whom data were reported represented only a small percentage of the students served, it is recommended that the program strive to collect appropriate data from all the students served, including those who did not receive a full year of treatment.